UNITED NATIONS DEVELOPMENT PROGRAMME

UNDP

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APPROVAL OF UNDP ASSISTANCE TO A PROJECT OF PAKISTAN

IPF: (1992-96) $87 638 000

(PAK/91/016) - Assistance to Private Sector Teacher Training Institutions

Date of approval by the AC:[1]	28 October 1992
Expected Duration:	48 Months
Proposed executing agency:	Government of Pakistan (Ministry of Education)
Implementing agents:	Aga Khan Foundation (AKF) and Industrial Technical & Educational Institution (ITEI)
Proposed UNDP contribution:	$2 884 100 Source of funds: IPF
Administrative and Operational Support Services (AOS):	To be determined
Total UNDP budget:	$2 884 100

Project background

Education is in a state of crisis in Pakistan and is considered to be in urgent need of reform and improvement. It is characterized by a high-level of illiteracy (about 70 per cent), low rates of school enrollment (about 60 per cent) and high drop-out rates (about 40 per cent), especially among females. It is the sad consequence of years of stagnation and neglect evidenced inter alia by a low rate of government investment in the education sector (2.8 per cent of GNP as compared to the 4.4 per cent mean value for developing countries as a whole). The standard of teaching is extremely low even when qualified and trained teachers are employed. More than 25 per cent of primary school teachers are untrained; and teaching is confined to prescribed text books, the relevance and the quality of which is doubtful.

Partly because of this deplorable situation, partly for historical reasons going back to the times before Partition, private schooling has gained ever increasing importance since 1985, the year when the Government of Pakistan reversed its earlier position by again allowing and recognizing private schools. The number of private schools, especially primary and middle schools, as well as their percentage in overall student enrollment has moved up considerably over the past six to seven years. The Pakistan Government, in its current Seventh Development Plan (1988-1993) not only values private sector involvement in the education sector but clearly assigns private schools a greater role in national education. The Government even provided financial support to NGOs for the setting up of non-profit-making educational and teacher training institutions. The Government's present request for UNDP assistance to Private Sector Teacher Training Institutions is to be viewed against this background.

[1] This Fact Sheet reflects the status of the project/revision at the time it was approved by the Action Committee; modifications to the project/revision may have occurred subsequently.

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Description of project

The project has been designed to contribute to better primary education in Pakistan by providing assistance through two NGOs to set up two primary school teachers training institutes. The Industrial, Technical & Educational Institute (ITEI) will set up the Ali Institute of Education in Lahore, which aims to provide primary school teacher pre-service training to graduates for one year and in-service training courses of two-month duration. The Aga Khan Foundation (AKF) will set up the Institute of Education Development in Karachi which will admit untrained primary school teachers with the minimum matriculation certificate for a two-month in-service training course. Both institutions have every chance of establishing themselves as premier institutes with expanding collaborative links with the public sector. Both are committed to favouring the training of female teachers, who are significantly represented in the profession, particularly at the primary level. UNDP has been requested to assist mainly in the initial phase, through financing training of the respective institutes' faculty members at "Link/Partnership" universities, which have been identified by ITEI and AKF. Once the two institutes have been set up, UNDP inputs will help finance scholarships for promising trainee teachers who lack the resources to cover the training costs.

The development objective of the project is to contribute to the improvement of human resources development in Pakistan through the establishment of two innovative teacher training institutions in the private sector geared to raise the quality of the teaching/learning process in class and more generally to increase the country's capacity in teacher training. The immediate objectives are to: (a) provide support and technical assistance for the establishment of these new institutions; (b) assist in the design and implementation of a training programme for their professional staff; and (c) set up a validated post-graduate diploma course in education for qualified teachers from private and public sectors.

By the end of UNDP's assistance, the two supported institutions will have been firmly set up as innovative initiatives of the private sector in providing quality training to teachers from private and public schools. It is expected that both institutions will have become models to be replicated at other locations and by other sponsors (including the Ministry of Education). In fact, given the current absence of an indigenous research capacity in education, both institutions are geared to serve as centres of excellence likely to guarantee quality and independence of research in a better way than Government institutions (if established) would be able to do. Both institutions will have co-ordinated their research activities and will have hosted annual national seminars on innovative approaches to teacher training.

Inputs

UNDP will provide approximately 80 work-months of international experts, 180 work-months of international and national fellowships; 54 work-months of medium-term training (in-country and abroad) and 36 work-months of short-term training, both for faculty and trainee teachers; audio-visual equipment and instructional aids, including computers, a provision for a mid-term evaluation in early 1994; and miscellaneous costs.

Financial data	$
Personnel	814 300
Training	1 550 300
Equipment	464 000
Miscellaneous	55 500
Total	2 884 100

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